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Home Study Has Many Angles

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HAMLET'S indecision as expressed in his "To be or not to be" is illustrative of the principal's and superintendent's present quandary whether to require elementary-school pupils "To study or not to study at home." As one superintendent said: "At the present time we freely allow the parents to do our work, and then graciously give them full credit for their own failures or for their boys and girls who fail to make normal progress. The school takes full credit, however, for those who make excellent progress, and some pupils will do this in spite of their parents or even the school. We should let the parents rest awhile. They are busy making a living, and many of them cannot or will not efficiently teach their children in the home at night. I, for one parent, have no intention of teaching at home each evening." A distracted parent wrote the teacher as follows: "Dear teacher, if it is just the same to you, I would rather that you change the procedure. You teach Johnny his lessons at school and let me hear them at home."

Fifteen or twenty years ago school patrons were demanding that the school require their boys and girls to study at home, although there was some opposition to it. But at the present time it is insisted in many communities that the pupils should have no school duties to perform at home. School superintendents and principals are experiencing considerable difficulty in getting their pupils to do even a limited amount of home study. The social activities among the young of today are such that it is difficult for them to remain at home long enough to do any consistent school work. What should be the attitude of school officials regarding home study under such conditions?

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The Approach to the Problem

The first step in securing an answer to the problem was to determine the relationship, if any, between the amount of home study and school achievement. A few articles have appeared in professional journals setting forth the arguments for and against home study on the part of elementary-school pupils. But scarcely any effort has been made to determine the extent to which achievement is dependent upon home study. In an attempt to bring to bear some evidence concerning the value of home study, all the pupils in the fifth, sixth, seventh, and eighth grades of Cunningham School, Birmingham, Alabama, were tested at the beginning and at the end of a three months' period to show their progress in reading, literature, history and arithmetic. The New Stanford Achievement Test, Advanced Examination, was administered on both occasions. As a measure of intelligence the National Intelligence Test was given to each student. Approximately a thousand pupils are enrolled in all the grades of this school.

Seventy-five copies of a printed form were given to each pupil with the request that he fill out and hand in each day a report on the number of minutes he spent at home in preparing each subject. A letter to the parents explaining the investigation and asking their co-operation in the matter of timing and checking the amount of study at home on each of the several subjects brought many favorable comments and practically unanimous agreement to help. An attempt was made to win the confidence of the pupils by cautioning them frequently that the report of study time at home would have no bearing on their grade in any subject, since the report was not available to the teacher. They were asked each day to sign the report of their study time and have some one at home to check, by the clock, the amount of study on each subject and indicate on the blank, by signing their name, that this was done. No regulation has ever been made in this school by the superintendent or principal regarding home study. Each teacher is the sole judge of what

shall be done regarding home study among her pupils.

It is believed that the amount of time reported as being spent in study has a high degree of accuracy in view of the fact that the pupils maintained a splendid attitude toward the investigation and the further fact that the parents gave almost 100 per cent. co-operation in helping the principal check the amount of time spent in studying the several subjects. A few pupils were excluded from the study because the amount of study reported seemed to be in error or out of all proportion.

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The Results

The data were treated statistically through partial and multiple correlations and regression equations, but the results are not given here because they have no particular significance. In terms of the data in this study it seems there is nothing to be gained, by way of achievement, in requiring elementary-school pupils to study at home. It is entirely possible that the value of home study, or any kind of study for that matter, increases as the level of instruction increases. At any rate, here is a suggestion of a problem needing investigation.

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Some Administrative Considerations

Granted, as an hypothesis, that home study among elementary-school pupils does not seem to improve their achievement, does it follow that superintendents and principals should not require home study of *any* of their elementary-school pupils? Is it logical to conclude that pupils can accomplish as much in the regular school day, assuming that home study is eliminated, as they have heretofore achieved during the regular school day plus an hour or two of study at home? School officials and teachers alike are complaining that they do not have sufficient time even now to complete all that is required in the course of study. In many schools, pupils are required to remain after school to make up work which they have not finished during the school day. When the parent is told that his children must not study at home, will he be willing to have the school day lengthened or does he want his child to be out in the air and sunshine early in the afternoon, even if it is necessary to do a small amount of school work at home in the evening? On the other hand, will it seem reasonable to the parent for his boys and girls not to be allowed to do any school work at home in the evening when the school day has been lengthened and when the pupils are being detained extra time at school in the afternoon to complete their work? Will the wise parent not reason that his child should be dismissed earlier in the afternoon and allowed to complete his work at home?

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Probably the question is not whether we should require *all* pupils to do home work. The problem may be one of determining which pupils should do school work at home. Assuming that a given number of work units are required of all the pupils, is it reasonable to expect that all of them will be able to complete the work within the same time limit? Is it not to be expected that the inferior student will require a longer period of time in which to complete his task? Then why not require those students who do not finish their work in school to complete it at home? A premium, therefore, will be placed on the maximum utilization of time in school with the result that only the slowest pupils will have to complete their work at home. The slow office worker returns in the evening to complete the same amount of work that the other girls finished during the day. The bank clerk who is unable to balance his books by closing time in the afternoon returns to the bank in the evening to complete his balance. The teacher who does not finish grading his papers during the day does them at home in the evening. In the final analysis, school executives should give considerably more thought and study to the problem of home study before they recommend its elimination.

How many school superintendents and principals have gone on record as advocating no home study because they have been unsuccessful in getting their students to study at home? In other words, how many teachers would have a limited amount of school work done at home if they knew how to secure it? It is possible that the principle of home study should not be condemned. Instead, probably our methods of obtaining home study should be questioned. A profitable amount of home study can be had if the proper procedure is followed in obtaining it. But the question of how to secure home study is not the problem in this article.

"Do you remember an old Bible text, Solomon's praise of diligence? 'Seest thou a man diligent in his business? He shall stand before kings.' I used to think 'diligent' meant only 'busy', 'industrious', 'assiduous', 'attentive.' It means all that but more. It derives directly from Latin 'diligens', meaning 'loving dearly.' The Bible text continues saying that the man who dearly loves his business won't be envying mean people. Do you see the whole point? These folk—teachers and pupils—are your business. If you love them dearly the mean ones among them grow less and less mean. It is by a law of human nature. A whole great religion has been built on it."

—Wm. McAndrew.

In Praise of Pioneers

By DANIEL F. GRAHAM
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Did our frontier ancestors deplete the national resources—or did they contribute more than they took?

IN the discouragement that accompanies a period of economic depression many of my teacher friends have fallen into what I believe to be an error. They blame our present woes upon pioneer ancestors, who, they claim, exploited our country in the name of "rugged individualism," and left us a nation depleted of natural wealth. Such an excuse for our present economic plight shows a lack of comprehension, a lack of courage. It is untrue to facts to picture the American pioneer as a mere exploiter of a continent; it is cowardly to presume that our national resources have been wasted beyond redemption.

It is untrue to facts to picture the American pioneer as a mere exploiter. He was above all else a forward-looking conservator. His environment made him so. The man who cleared the acres of a wooded homestead could not hope to gain in his own lifetime a full return for his arduous labor. Only by thinking in terms of accumulated resources and of coming generations could he justify his work. Even when his land was cleared, after labor almost inconceivable to us, the pioneer's work was just begun. I never see a stone wall surrounding American farm land without seeing in imagination early settlers trudging across the fields to build barriers behind which they defended their hard-won homes. No wonder they developed a rugged individualism, but an individualism that looked to the future for returns upon its social investment.

Thus the American pioneers grew accustomed to think in terms of the future. There is no worse distortion of history than to picture them as restless, aimless killers or as selfish exploiters of national resources. Depression-soured critics forget that for every tree uprooted, a fruit tree or a vine was planted.

President Roosevelt recently dedicated a monument at Harrodsburg to the pioneers of Kentucky. In his dedicatory address he called upon his fellow countrymen to devote themselves anew to "the spirit of pioneering." But such a pronouncement, even by our chief executive, can be of little meaning unless we understand the true spirit of the pioneers. Among the men to whom the monument at Harrodsburg is dedicated there is none better known than Daniel Boone. What an injustice has been done the man by picturing him as a mere Indian fighter and hunter of beasts. The real Daniel Boone was the man who built two hundred miles of wilderness road through a country that still challenges our modern engineers. The real Daniel Boone was the man whose first official act was to serve as chairman of a committee for the conservation of natural resources. The real Daniel Boone was the man so wrapped up in his family that the death of his son made him turn back for more than a year from his life work in Kentucky.

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I like to read the thrilling adventures of this pioneer, but with what I believe to be the proper interpretation I like the story of how Daniel Boone, trapped at the edge of a high cliff by a band of Indians, chose to leap sixty feet into the branches of a maple tree, rather than submit to his red enemies. What a dreamer the man must have been! How lost in the vision of the future to allow a whole tribe of Indians to surround him and stand bowing mockingly to him as he turned from the prospect spread out before him. I am glad that he was man of action enough to jump, but I like to remember him, too, as a man who dreamed of America's future.

Thus the American pioneer was forced to think of himself as a great-grandfather. And because he thought of himself as a great-grandfather, he produced great-grandchildren. This statement is no mere play upon words but a sociological fact. Little groups of aristocrats, thinking in terms of the future, have always bred more leaders of men than have hordes of serfs.

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Glance for a moment at the crop of great men that the pioneers of the south-western territory produced. Clay, Calhoun, Benton, Jackson, Crawford, Lincoln—any one of these could have taken his place as a leader of men at any period of the world's history. And these are merely the brightest stars in a whole galaxy of great men produced during a limited period within a restricted area and with but little formal schooling. I

"We have 'stock' enough in America for a new national investment. It is the kind of stock that really counts and that a depression does not destroy. It is the lives of young men and young women."

hold no brief for all of our early fur traders or for all of our early railroad builders, but it is significant that the few American families that maintain their positions as factors in American social life trace their descent to some pioneer ancestor imbued with the belief that he was to be the founder of a great family.

It is true that along with the vision of a future America went a demand for increasing wealth. It is also true that as the nineteenth century wore on there was a waste of resources, a foolish faith in the inexhaustibility of our country's national wealth, and finally, wholesale looting of the public domain. But it is unfair to confuse such later crimes with the spirit of the true pioneer.

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Along with the tendency on the part of many of my teacher acquaintances to blame our forebears for wasting resources and failing to prevent depressions, goes an attitude of hopelessness. The days of opportunity, they say, are no more. Gone are the times when America offered chances for investment and reinvestment of capital and labor.

A glance at the depleted physical resources of our country lends some credence to this pessimistic view, but teachers, who base so much of their claim to usefulness on the development of the less material values of life, should think of progress in other than material terms. It shows a lack of faith to believe that the same principles that once brought about our national development cannot function today. It shows a lack of imagination to believe that it is only in the realm of stocks and bonds that investments may yield ever-increasing returns.

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The modern tendency to regard financial stocks as the only medium for investment tempts me to add another to the numerous analogies that are so prevalent in educational circles. I believe that a good case could be built up for the proposition that the difference between the American pioneer and his timid descendant centres around the concept of the term "stock." For the pioneer, the term meant not only herds of cattle—it had attached to it the flavor of all those fine human qualities that we associate with such terms as "breed" and "blood." For his modern descendant the term is too often only a symbol of financial organization that issues paper promises in an inordinate desire for rapid expansion and quick profits. If, as our President suggests, we are to dedicate ourselves anew to the spirit of pioneering, if we are to retain the finest qualities of those men who pioneered, we must get away from this paper concept of "stock" and get back to the more primitive term.

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We have "stock" enough in America for a new national investment. It is the kind of stock that really counts and that a depression does not destroy. It is the lives of young men and young women. This is the field in which teachers work; this is the field in which the American people can invest and re-invest with the promise of unfailing dividends. While bankers rack their brains to discover some new industry to prime the pump of future wealth, the finest resource of all for future returns is right in our midst.

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The story of American pioneers has long been a favorite in our schools. It has been distorted on the one hand by sentimentalists who portray these early settlers as romantic adventurers, and on the other, by some of today's timid citizens who picture them as selfish wasters of our national wealth. To my mind there is a truer and at the same time more inspiring picture than either of these—that of men who thought in terms of future generations, of men who proved what bounteous dividends American resources could pay.

As a Home Room Teacher

By RUSSELL V. BURKHARD

Principal, F. A. Day Junior High School

Newtonville, Massachusetts

AS a home room teacher I have a challenging job to perform. I am responsible in a big way not only for the school success of my boys and girls, but also for their general happiness and adolescent adjustments.

As their adult guide I need loads of kindness, firmness, charity, calmness, honesty, and humor, especially when my children make mistakes.

As their councilor and friend I must share their problems and show them how to help themselves. I must find something purposeful and successful for them to do, if not in one thing, then in another.

As their teacher I must eliminate confusion by showing my youngsters why we are doing the things we are. My unusual influence is necessary for increasingly higher standards of achievement, whatever the job.

In the best sense of this fine word "teacher" I am talking less and thinking more about the welfare of my children.

The word "failure" need not confront them if I use my heart and my head, and pray for wisdom.

How I *Really* Pick My Teachers

By W. W. ANKENBRAND
Superintendent
Rockford, Illinois

The story that he picked them for prettiness went the rounds of the press. But hear his version!

HAVE you ever been interviewed without knowing that certain of your statements were going to be taken from their true context and published? Have you had the experience of having someone quote just a portion of your remarks? Such was my experience not many days ago.

A reporter raised the question at the close of what had been a very busy day, "Have you anything for publication?" The work for the day had been the same as the work of many superintendents of schools and, after briefly reviewing in my mind what had passed during the day, my answer was "No." Before departing, the further question was raised, "How do you go about selecting teachers for your recommendations to your educational committee?" The answer was given in detail.

To my great surprise, a few evenings later an article appeared which implied that I considered one of the qualifications of a successful teacher to be physical prettiness. The thinking individual will realize that that term never passed my lips and has never been present in my thinking. The question was general and I naturally answered it, having in mind both male and female teachers. How ludicrous the article published would have been had it been entitled "Pupils Entitled to Pretty Men Teachers."

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As one of the qualifications, I used the term attractive. Men as well as women may be attractive. Attractiveness is not a matter of physical beauty. It is a matter of wholesomeness, of pleasing personality. We all have known individuals, both young and old, individuals of both sexes, who in the wildest stretch of imagination could never be called pretty; yet could well have applied to them the word attractive.

This matter of attractiveness is not a matter of age. In my opinion, one of the most attractive individuals that I know is my own mother. One of my most attractive teachers was a man well over sixty years of age.

For a dozen or more years the Rockford city schools have used a form which is sent out to a candidate's references. One of the questions asked the reference is this: "Does the candidate attract people?" This question is not a unique one. It will be found on similar reference forms in use in the offices of school boards the country over. The superintendent of schools and the educational committee of this city have been judging candidates on this quality, as well as on the others that I will mention, for many years.

Several leading metropolitan dailies have misquoted me. Within direct quotation marks, they have had me comparing elderly teachers to old "battle axes." This phraseology is not mine. In all of my experiences I have never met an individual who has devoted his or her life to the glorious profession of teaching whom I would describe as being a "battle axe." These individuals who have devoted their lives to the teaching of our youth have never received from my lips anything but strong words of praise.

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What are the factors that I consider in the selection of teachers?

First of all, I consider the educational and professional background of the candidate. I make a careful study of his or her scholarship and teaching experience. This information is gained through credentials that have been carefully collected.

A study of the credentials often reveals with what degree of success the individual has taught in other communities or in the teacher training institution. I want to know something about the candidate's discipline (governing skill), teaching skill or method, strength of personality, understanding of children, cooperation and loyalty, daily preparation of lessons, enthusiasm and optimism, initiative and originality, poise and balance of mind, sympathy, vigor, and last but not least, the candidate's moral character.

I try to keep in mind that the candidate is to live a great part of the day for five days a week with little children, if the candidate is applying for an elementary position; or if the candidate is applying for a high school position, that his or her work will be of no avail if our young men and young women in those grades fail to find the individual worthy of their respect.

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Since my arrival in Rockford, the board of education has employed (the superintendent does not employ; his function is merely advisory) nineteen teachers. They range in age from twenty-one years to fifty years. Their educational training ranges from two years of normal school training to eight years of college work beyond the high school diploma. They are in every case individuals of high intelligence and strong moral character.—*Rockford (Ill.) Register-Republic.*

The Forgotten Kit of Tools

By IRVIN T. SIMLEY

Superintendent
South St. Paul, Minnesota

"Good citizenship is a matter of attitudes, interests, standards, ideals"—not intellect alone.

IT is possible to inscribe facts and data and principles on the phonograph record, but this inscription does not make the phonograph record educated. It is possible to develop a machine that can perform mathematical operations with speed and precision and another that can write with far greater skill and accuracy than any human being. But these facts do not make these machines educated. The recording on the phonograph record, the power of the machine are inanimate things—dead, lifeless things that merely remain in storage until put in action by some external force. Stored up information and knowledge in man, or potential skills and abilities, are the same thing. Exactly like the recording on the phonograph record and like the power in the machine, knowledge in storage and skills ready-to-act are lifeless and inoperative things until they are vitalized with a spark of emotion or with a flow of affective energy, unless they are tied up, in other words, with certain interests, appreciations, attitudes, or understandings on the part of the possessor.

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Interests, appreciations, attitudes, and understandings may be *general*, or they may be *specific*. Both types go to make up educational outcomes. Illustrations of the general type are such broad emotional reactions as an interest in agriculture, an interest in things mechanical, an appreciation of good music, an interest in and an appreciation of certain types of literature, an interest in and an appreciation of the beauties of nature; an interest in social welfare; an attitude of respect for law and authority, an attitude of approval or disapproval of a certain political philosophy; an attitude of sympathy for the unfortunate; a belief in the monogamous system of marriage; a high sense of justice; faithfulness to duty; a regard for neat, accurate, thorough, and honest work; an understanding of the need for making one's own living; an understanding of the purposes of holding a civic election; an understanding and appreciation of the need of government.

Being, as stated, general in their nature, the interests and attitudes illustrated above are composite things, each built of a number of parts. If we would produce outcomes of this kind, we must build in terms of their parts, in terms of their factors or units. We must follow the "brick-by-brick" process. For instance, we build an appreciation of and an interest in poetry by helping our pupils find value, of one type or another—beauty, joy, pathos, comfort, cheer, tranquillity, stimulation, encouragement, or what-not—in a variety of different poems. These are specific emotional outcomes. The enjoyment or the appreciation of the story so beautifully told of the tragic adventure of the Alpine youth in "Excelsior," the attitude toward duty as exemplified in Alan Seeger's "I Have a Rendezvous with Death," an understanding of the fellowship side of Robert Burns as brought out in Lowell's "An Incident in a Railroad Car," the kaleidoscopic play of feelings produced by the music in the words, rhythm, and tempo of Edgar Allan Poe's "Bells," all are cases in point.

In our study of the history of the pioneers of some section of our country, our purposed outcomes are not primarily to remember the personages, the places, the dates, and the events of this section of history; they are rather to get an appreciation of the hardships these pioneers suffered, a picture of the conditions under which they lived and worked, an admiration of their courage and hardihood, an understanding of what their pioneering enterprise ultimately contributed toward the development and the upbuilding of this section of our country. Should we succeed in helping pupils build this type of feelings with reference to these facts, the facts to be remembered will largely take care of themselves.

Illustrations like the above may be found in every field of educational endeavor. One more illustration will suffice.

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What are the educational outcomes that result in good citizenship? To be sure, pertinent knowledge and information make their contribution. So do a great many skills and abilities, incidental and direct. But the crux of good citizenship is to be found in the heart. Good citizenship is a spiritual thing. A man's citizenship will be "as he feels." Good citizenship is a matter of attitudes, interests, standards, ideals.

There are certain implications in the position we have taken. As teachers we can do intelligent and effective teaching only in so far as we know what we are working for. This assumes that we know the "chemistry" of our product as well as the use for which this product is intended.

After all has been said and done, the outcomes of educational endeavor are essentially working tools for worthwhile and satisfying living. Among these working tools we recognize, indeed, a need and a place for the ready command of knowledge and information; we recognize a need

and a place for facility in a variety of useful and desirable skills; we recognize the need and place for habits, incoherent and faltering though we have been in our pursuit of their development; but the thing we need *most* and the thing that we have most neglected—unwittingly, probably—is a kit of tools well packed with interests, attitudes, appreciations, and understandings. The teacher who would build for more satisfying results of teaching might do well to emphasize a vigorous cultivation of the emotions. The longer and the more specific the catalog of interests, appreciations, attitudes and understandings contemplated as outcomes of any school pursuit, the larger and the more meaningful and satisfying the results to be achieved.

Motivation Not Mere Play

By WILLIAM A. KELLY

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ALTHOUGH the terms "motive," "motivation" and "motivating school work" appear frequently in educational writings, there is no general agreement concerning the fundamental meanings of these terms. In this article the term "motivate" connotes the reason why an act is performed. It includes any element of consciousness that enters into the determination of a volitional act. Motivation means the purposeful presentation of adequate and fitting motives to stimulate in the pupil the "will to learn," together with the necessary guidance and direction in order that the child may evaluate and appreciate worthwhile motives. Motivation constitutes the underlying problem of all methods of teaching. For the teacher, motivation involves two factors. The first is the discovery of motives which will stimulate pupil interest and effort. The second is concerned with the subsequent effects of motivation, namely, the guidance and direction of pupil interests and effort in such a way that each child will cultivate permanently worthwhile motives.

Every response made in the classroom has some motive as its source. These motives which influence the progress and improvement of learning and conduct may vary greatly. Their sources range from the most fundamental sensory objects to the most lofty ideals, from what is merely momentary to the great permanent forces of life.

In order to guide and direct pupil interest and effort toward the accomplishment of suitable purposes and the attainment of worthwhile goals, the teacher must be possessed by three qualifications. The first qualification is a thorough understanding of the processes of growth and development, of the changes which take place in the individual as he progresses from infancy to maturity. The second qualification is a clear understanding of the function of teaching and an accurate knowledge of the learning process. The third qualification is a competent understanding of the chief goal of the educative process, namely, the development of character. It is worthy of note also that every type of motivation must make provision for individual differences. Motivation must take into consideration the nature of the child, must adapt motives to his mental ability, must avoid extremes.

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The child must be supplied with motives sufficiently strong to induce him to work, to think, and to be virtuous. The teacher's function is to aid the child to understand these motives, to make them stimuli for action. Complete education must establish ideals, form habits, develop interest, provide rational and ethical motives to guide and direct the child in performing the daily tasks of the school and the daily acts of life. The child must be guided, directed, and stimulated to apply himself to tasks regardless of whether or not these tasks come within the range of his individual interests. The school which fails to provide for the development of will and of concentrated attention through the frequent setting of tasks which are not in themselves interesting, is failing in its purpose. Motivating school work does not mean that the aim of the school is to entertain, to make work easy. Motivation of the right type must lead to increased voluntary control, to greater effectiveness and to a higher level of mental and spiritual development.

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Motivation is something far more fundamental than the mere application of devices or "tricks of the trade" by the teacher to bring about temporary results. It is the direction and development of the child's interests and efforts by tasks adapted to his maturity and experience for the purpose of realizing desirable and lasting results. Devices may be and are used often to good advantage but their true significance must be comprehended by the teacher in their relation to the purposes of education. The teacher's task in motivation is to develop cooperative attitudes, to direct sustained attention to tasks, and to encourage initiative.

Three Million Strain Their Ears

By ENA G. MACNUTT
Newton (Mass.) Public Schools

NEWTON, Massachusetts, is a residential city with a school population of between twelve and thirteen thousand. Our work for the hard of hearing child is in three divisions: detection by means of audiometer tests, correction of defects wherever possible, social readjustment through lip reading or such other means as the individual needs of the pupil make advisable. School nurses help in securing examination and treatment but all other phases of the work are under the educational department.

Hearing tests are given annually to all pupils above the second grade in the elementary schools, to all junior high school students, and to selected groups in the senior high school. The number of new cases found each year indicates the need of testing annually. The 4-A audiometer is sent from school to school, each principal selecting the time that he prefers for testing and allowing sufficient time to eliminate hurry in the tests. A teacher is appointed in each building to have charge of the testing. These teachers conduct the tests and retests and supervise the correction of the papers by the home-room teachers, who thus get a first-hand knowledge of hearing conditions in their room. These teachers report to the supervisor of hearing tests the names of all pupils failing on the retests. Late in the school year, when temporary difficulties have had a chance to clear, the supervisor tests and retests all those whose names were reported, correcting all papers to insure uniformity. It is not until after these tests by the supervisor that notices are sent to the parents of those children found to have a loss of nine sensation units or more in one or both ears. We have reason to think that there may be cases of incipient deafness, especially of the nerve type, that pass these tests, but we rarely have the report "Nothing wrong" from an otologist or an ear clinic, and a recent check with a 2-A audiometer verified our findings with the 4-A audiometer in almost every case. We believe that the reliability of the 4-A tests is largely dependent upon the care taken in giving the tests and upon the personality of the tester and that, if more attention were paid to the type of person selected for conducting the tests and the adequate training of such persons, the results would be vastly more uniform and reliable.

About 3.7 per cent. of our pupils are found, on the final tests, to have a loss of nine sensation units or more, in one or both ears. We feel that there are several reasons for this relatively low per cent. The majority of our pupils have average, or better than average, living conditions and are placed under medical care promptly in case of illness. Also, Newton has had a definite health program for many years and good health habits have long been stressed in the schools. In one section of the city, where living conditions are congested, we have a noticeably greater incidence of ear trouble.

At the close of the school year, each school nurse receives a list of the pupils in her district whose ears seem to need attention. During the summer the nurses are less busy than during the school year and parents have less fear of tonsil and adenoid operations. Through the co-operation of the nurses and parents, many of the cases are investigated during the summer and operations are performed. Thus, absence from school has been avoided and many are found to be on the road to recovery from their ear trouble when school reopens. Records of all hearing tests and medical examinations are kept on file by the supervisor for reference.

When school opens in the fall, each principal receives a seating list for the hard of hearing pupils in his school, giving the location in the room where they should hear to the best advantage. Such changes as are necessary are made in the seating, using care that the changes are made casually and that no child is made to feel conspicuous because of his hearing loss. The pupils are encouraged to make their own seating arrangements and frequently have done so before the lists reach the teachers.

The selection of the pupils for the lip reading classes is a matter that is given careful attention. We do not base this selection upon the recommendation of an otologist or ear clinic alone, for we feel that is an educational problem as well as a medical one. The teachers see these pupils in their usual environment day after day and are much better able to judge the effect of their hearing loss upon their school work than the otologist could possibly be from his brief observation of the child in his office. All pupils for whom lip reading is recommended by an otologist are placed in the classes, but others are given lip reading also. One of our greatest aids in the selection of pupils for the lip reading classes is the questionnaires sent to the subject teachers of all pupils under consideration. The following questions are asked:—

1. Have you, yourself, noticed that this pupil has difficulty in hearing in the classroom?

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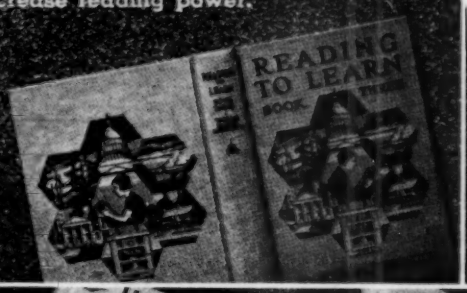

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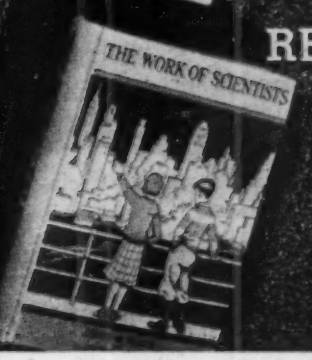

NATURE AND SCIENCE READERS

Six-Book Series

For Grades 1 to 6

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You will want to know more about these two new series of readers. May we send you complete information about them? You need only drop a line of inquiry to the branch office which serves your state.

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2. Is his school work average, above, or below?
3. Is he alert and attentive in the classroom?
4. Does he take active part in classroom discussions?

Some teachers put much more intelligent thought into these questionnaires than others, but, in the main, they are very helpful and can be relied upon. These questionnaires, also, are kept on file.

In the junior and senior high schools, lip reading lessons are planned for study periods, for we feel that it is important that these pupils, already handicapped, should lose as little as possible of their school work. The lessons in the junior high school are usually the full period of fifty minutes; in the senior high, an hour, the work being varied to avoid too great eye strain. In the elementary schools, the lessons vary from ten or fifteen minutes in the kindergarten to forty-five minutes in the upper grades. Usually, two lessons a week are given the first year; after that, one or two periods per week, according to the need of the pupil and the opportunities of reaching him. The teacher of lip reading is itinerant. In a few cases the pupils come to a central school.

We find that the younger a pupil is when he begins lip reading the less likely he is to feel the stigma of being "different," and the more easily he is able to adjust. We do not recommend lip reading unless we feel that it will be a definite advantage in the educational scheme of the pupil, but we do urge that those who have a poor prognosis or progressive deafness study lip reading throughout their school life. The practice that is required to make perfect is nowhere more important than in lip reading.

The question of whether the pupil with one ear deafness shall study lip reading seems to be a moot one. We have pupils in Newton with one ear deafness, who are fine students, yet they are in the lip reading classes at their own request, or that of their parents. A pupil with one ear deafness and a good prognosis who is making good in his school work, is allowed to decide for himself whether he will have lip reading. For those below the average for the class, lip reading is advised.

In many of the larger cities the work for hard of hearing children is well organized, but our map of the United States, showing the cities where organized work is being carried on, shows many great open spaces still. We have barely scratched the surface. The purchase of an audiometer does not necessarily mean that the work is on a well ordered basis or that lip reading is being taught. There is much pioneering yet to be done. Is the hard of hearing child in *your* community getting a square deal? We need a teacher in every city and town, or, better still, in every school, who has made a study of the work for hard of hearing children and is both ready and willing to champion their cause. What will you do?

All in the Day's Work

By FRANCIS READ
A High School Principal

Worthy of Our Best

In spite of much opinion to the contrary, I believe that modern boys and girls for the most part are wonderfully fine.

Their cheerfulness and courage in times when so few doors of opportunity are open for them amazes me.

Their frankness makes us adults with our guarded and diplomatic utterances seem hypocrites.

When occasion demands young people of today have an ambition and energy worthy of their pioneer forefathers. One of our high school boys has to get up every morning at four o'clock to cover a long paper route. Instead of bewailing his lot and letting his work deprive him of sports, he turns his job into an asset. He runs as fast as he can in delivering his papers, and has developed a speed and endurance that have enabled him to break the mile record at several big track meets. A girl in our senior class lives eight miles from the school. During most of her course she has had no regular means of transportation. She starts out afoot at a quarter before six in the morning, and often walks the entire distance; then after school she returns home in the same way. She almost never is late.

What if the main object of modern youth is to have a good time. Let them have it! As parents and teachers it is our part to show them how to make their good times real and lasting.

My most fervent prayer is that I may be worthy of the confidence of the splendid boys and girls entrusted to my leadership.

•

I'm For Football

We had our first football game today. How I love football! In the twenty-five years that I have been a high school principal I never have missed a home game. I have attended almost every one of those away from home. There is nothing that thrills me so much as to see the boys in action on the field. This year I get a double thrill because I have a son on the team.

Football not only builds up a boy physically but it makes a man out of him. It destroys all lingering traces of babyishness. It gives a boy confidence to do things before a crowd. It gives both boys and girls something wholesome about which to think and talk.

All the criticisms that people make of football are well known

to me. They are easy to answer. The worst evil ever connected with football has been the imperious, bulldozing, abusive coach. He is as much out of harmony in a modern high school as a tom-tom would be in a first class orchestra. Thank heaven most of his kind are now gone.

I make no apology for the time and money which we spend on football. I believe that here is where we make a wise investment.

Pedagogical Pennings

By R. L. HUNT

No. 3—The Speaker

A STATE teachers association president wrote the writer: "We want you for our speaker, if you do not read your speeches." The reply was: "One reads a paper, gives a speech, and delivers an address." However, this classification is an obsolete pedagogical idea, as addresses are read in these modern days.

Why the speaker? Not being a member of the A. P. O. A. (American Platform Orators Association) no secrets can be divulged, but honestly, wouldn't it be a great event if we could have just one convention without speakers, or even toastmasters, who are not supposed to bore the people but introduce the speakers who do? This would be a great event for the masses, but not for the bank account of the professionals.

Speakers seem to think that they must be different, radical, or circus clowns in order to get the attention of the listeners. Either the speaker or the audience is usually classed as being dumb. Some one should determine which deserves this distinction.

A good speaker has been described as one who stands up so that he may be seen, speaks out so that he may be heard, and sits down so that he will be liked. No adequate definition has ever been given for a good speech. However, we are told that no speech would be too long if the speaker quits when he runs out of anything to say. Think of the expense this would make for each state and national convention if this rule were enforced, unless the programs were shortened about 1,000 per cent.

Let's not be too harsh on the speakers, for occasionally a good one appears. Besides these fellows may be paid by the hour, and are merely demonstrating sound business principles.

Three Words of Strength

By Friedrich von Schiller.

There are three lessons I would write,
Three words, as with a burning pen,
In tracings of eternal light,
Upon the hearts of men.

Have Hope. Though clouds environ round,
And gladness hides her face in scorn,
Put off the shadow from thy brow;
No night but hath its morn.

Have Faith. Where'er thy bark is driven—
The calm's disport, the tempest's mirth—
Know this: God rules the hosts of heaven,
The inhabitants of earth.

Have Love. Not love alone for one,
But man, as man, thy brother call;
And scatter, like a circling sun,
Thy charities on all.

WINSTON FLASHES

DESPITE the fact that 125,000,000,000 cigarettes were smoked in the United States last year, 62.7% of the adult population of the country are not cigarette smokers. Of adult females over forty, only 9.3% are cigarette smokers.

LIBRARY suggestion: ALL SAIL SET, A Romance of the Flying Cloud (list $2.00), by Armstrong Sperry. For boys and girls 12 and up. "A *must* book for all who have a hanker to windward for salt water," wrote Christopher Morley in "The Saturday Review of Literature."

IN October, 1535, four hundred years ago, there came from an unknown press the final sheets of the first printed English Bible. Perhaps you think of Winston primarily as publishers of textbooks, dictionaries, juvenile, and miscellaneous books. . . . But Winston does publish Bibles . . . more than 300 different styles . . . the world's largest line of self-pronouncing Bibles and Testaments.

ETHIOPIA (Abyssinia) is the oldest monarchy in the world. It has a form of Christianity, and in this connection note the prophecy in Psalm 68:31.

SO new that you probably haven't heard about it is EVERYDAY LIFE (list $0.48), a Primer by Ethel Maltby Gehres, and designed to precede any basal series. The text is about such activities as going to the shoe store, to the dentist, to the barber, to a farm. Illustrations are *photographs* of boys and girls engaged in these activities.

TWO out of every seven students have to repeat one year of school work before they reach the seventh grade.

JUST issued—and it's free—an ingenious device that makes it fun for pupils to add a word each day to their vocabularies. It's for the intermediate and junior grades. Send for the *new* Winston WORD-A-DAY.

NOW is the time to order Workbooks. Arithmetic, Reading, Spelling, English, Geometry—these are just a few subjects covered by Winston Workbooks.

THE largest library abroad is in Paris; the second and third largest libraries are in Russia.

ONE new arithmetic series would be an Event in any publishing program, but two are almost a Revolution. THE NEW TRIANGLE ARITHMETICS, just off press, are distinctly an event; while THE NEW CURRICULUM ARITHMETICS are the opening guns in the great Arithmetic Revolution of 1935. The new "stepped-up" curriculum has already proved successful in leading cities and states. For full explanation of both series, including the reasons for the development of the new curriculum, please write for circular.

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The Teacher and the Times

A NEW DEPARTMENT IN WHICH
THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

Our Interest in Ethiopia

HOW much does it matter to the United States, or to you and me, what happens in Ethiopia?

To Europe it seems to matter greatly. Not only are Great Britain and France involved along with Italy in treaties and commitments regarding the splitting up of Ethiopia, but Europe in general has been using Africa as a vast field of exploitation and imperial expansion.

Fortunately, the United States has somewhat less at stake than the nations of Europe. And the freshly adopted neutrality policy of this country, by which it refuses to back its citizens in arms traffic or in other trading with belligerents, should help to keep us from being drawn into other nations' conflicts as we were in 1914.

What, then, has our nation at stake?

It and all the world have one and the same thing at stake. And it is something of utmost import. It is—the question whether the noble resolution to give up war as a means of settling international disputes is to be kept or broken; broken in a way to set civilization's clock back a quarter century.

If war is still the arbiter of national destinies—that does matter enormously to the United States and to every man, woman and child within its borders.

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Devil from the Machine

DEATH of Senator Huey P. Long from an assassin's bullet again reminds us that political murders have been common of late—and are always fraught with uncertain consequences. Dictators are specially liable to such sudden termination of their careers, because they stir up antagonisms which may seek in vain for other vents than that of bloodletting. But the possibility of such an ambush exists for every political leader, no matter how mild his rule—for there is always the crank or the group of anarchists who delight in terrorization and expect it to accomplish some magic, which it usually does not.

An attempt was made to kill Mr. Roosevelt as President-elect—the bullet striking Mayor Czermak of Chicago, who died a few days later from his wound.

Chancellor Dollfuss of Austria was slain in a futile effort of Nazi conspirators to capture the reins of government and link Austria with Germany.

King Alexander of Jugoslavia was shot down while visiting in France, Foreign Minister Barthou of France falling in the same tragic assault. Had this occurred back in 1914, we know what would have followed. That Europe was not plunged into conflict in 1934 was partial evidence of a greater war-resistance.

As for Senator Long's downfall, it must have brought a virtual end to the amazing political machine he had built up in Louisiana, where he wielded a degree of arbitrary power quite unique in the history of American states.

Long had announced his intention to run against Roosevelt for President next year. Little did he know when or how his hour would strike.

Dramas of the Greek and Roman stage were sometimes ended by the appearance of the so-called "god from the machine." Assassination ends an occasional drama of the human stage by what might be called a "devil from the machine."

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Keeping Faith With Them

NOT long ago the Board of Aldermen of Somerville, Mass., voted to make up from the city treasury the losses which many school children would otherwise have suffered in the failure of two banks which had been depositories for school savings.

Now comes another manifestation of the same resolve to keep faith with the boys and girls. This time it is an individual, not a Board of Aldermen, who will make good the deficiency caused by the poor financial judgment of other persons.

Superintendent Henry J. Gerling of St. Louis is the man who thus exhibits rare sportsmanship in the keeping of a pledge which may cost him $25,000, not of public money but of his own personal savings.

It is heartening to see a leader of young people put so high an estimate upon the worth of confidence. The pupils had trusted the advice of school authorities to save money in certain local banks. It would have been easy to waive responsibility for the outcome, as has been done in so many similar instances. But—the St. Louis administrator has demonstrated a different kind of ethics.

Stronger Than Force

SHE is dean of women in a co-educational college. And that college has a rule against hitch-hiking by women students.

The dean is driving along the main street of the college town, one Saturday morning, when she sees two of her girls at the roadside, obviously waiting for a stranger to pick them up.

The dean stops her car, and invites the pair to ride with her. She remarks, with apparent sincerity: "As long as I am going your way I hate to think of you riding in the bus."

Before they arrive in the city, the dean casually arranges to meet her young friends at a given time and place to bring them back to the college.

Did the students think any less of the dean because she failed to blow them up, and was herself a good scout? Not if you can believe what the girls are saying about her.

One thing is stronger than force, any day—and that is—tact.

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Liberty, Propaganda, Fear

A TRANS-ATLANTIC liner arriving at New York recently had among its passengers a group of young communists. Technically they were American citizens. But the ideas with which they were returning to these shores from a summer in Russia were alien to America.

Were they re-admitted to the United States? You may be sure they were. They are back in the land from which they gained whatever fortune they have had; from which they gained free schooling; from which they drew the breath of liberty, in thought and word and action.

Suppose the tables were reversed—a group of young Russians going back to the Soviet Union after a visit to the United States; going back there to agitate for democratic institutions in Russia. Picture the official welcome they would get!

Mr. Frank Kent of Baltimore, noted political writer, also returned last month from a visit to Russia; a very brief visit, he admits, but long enough to let him sense the atmosphere in that country where the world's most amazing political experiment is going on. And he sums up what he found there in the single word "FEAR." The people are afraid of their rulers. And the rulers are afraid they will be dislodged by those above them for some fancied disloyalty, or that their whole system may be overthrown unless they keep the people in cowed subjection.

For a people not long out of bondage to the Czars—a land where liberty was never known—fear may represent a tolerable price for material benefits actual or hoped for. It does not follow that we want it or would stand for it in the United States.

Our government, right now, is arguing with Moscow over the alleged violation of the Soviet's promise to refrain from communistic and revolutionary propaganda in this country.

That promise, exacted as one condition of Soviet recognition, has been kept no better in America than in England or anywhere else it has been given by Moscow. "The Soviet government is not responsible for the propagandist activities of the Third International," reiterates the Stalin spokesman.

The Soviet could stop the Third International, or any other society having headquarters in the Soviet Union, if it wanted to do so. Moreover, its treaty with the United States plainly implied that it would do so. But—it didn't.

• • •

Thanks, Mr. Kennedy

TAMING the bulls and bears of Wall street is not, as many persons suppose, the only function of the SEC—the Securities and Exchange Commission established by Act of Congress in 1933. An illustration of the commission's wider usefulness in suppressing financial frauds quite unconnected with ticker tape or the big board has been its action regarding the National Educators' Mutual Association, Inc., of Nashville, Tenn.—a society which presumably chose its name with care to resemble that of the long established and reputable National Education Association.

The Tennessee organization had a scheme for selling so-called "$1000 bonds" to inexperienced investors, chiefly teachers. The purchaser agreed to pay $150 a year for five years; and at the end of another five years he would receive the promised $1000 in the form of $750 in cash and five shares of stock having a "stated value" of $50 each; but in all probability having only a small fraction of that value. To the practiced, the scheme had all the earmarks of a racket. And we have assurance from Joseph P. Kennedy, chairman of SEC, that he was very glad indeed to sign a stop order against the operators of the National Educators' Mutual Association, Inc., a short time before his resignation from the Commission.

Unfortunately, some schoolmen of good professional standing will allow themselves to be named as sponsors of such affairs—and perhaps to be let in on the ground floor and own stock in them—without having investigated the nature of the enterprise or the character of its promoters.

The SEC, incidentally, is one of the contributions of the New Deal which meets with almost unanimous approval—particularly as its first chairman, Mr. Kennedy, conceived and conducted the important task, not to hamper legitimate business but to foil and disarm swindlers.

Auson W. Belding

The Round Table

Meaning of Discipline

JASPER T. PALMER, principal, Washington Junior High School, Mt. Vernon, N.Y.:—

"Is disciplining school children a major function of teaching? This question forces itself upon teachers. If discipline is interpreted to mean organization of objectives, procedures, and results for the whole school program I should say 'Yes,' but if it means making children 'behave,' 'toe the mark,' and the like, I should say 'No.'

"Good teachers have no, or few, disciplinary problems as such. Present-day teachers and good administrators think of discipline or conduct in terms of citizenship.

"To my way of thinking, training in civics and moral virtues is fundamental and basic for successful academic training and advancement as well as preparation for community life. If, as we have been so often reminded in recent years, school is not a preparation for life, but life itself, we must organize for co-operation and orderly processes throughout the whole school program and for the whole personnel—teachers, students, and parents.

"Health has a place in the procedure. Good health habits on the part of teachers and students contribute much to the smooth running of things. The modern school is a triple organization—Health, Citizenship (conduct) and Work. All these are or should be closely knitted together. With good organization in these respects there are no real disciplinary problems as such."

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This Job of Civilizing

LOUISE FLYNN, Duquoin, Illinois:—

"No one has ever adequately measured what is best for each individual. Teachers spend a great deal of time repeating an endless procession of facts and when they have finished they have not modified humanity at all. More and more during the last few years I have been wondering if we should attempt to modify humanity in the schools, and if so, how and why.

"Civilization has as its inherited motive the task of socializing mankind, of fitting him for social life, of making of him a sociable creature. It is a gigantic task, it is true, and one in which past generations made great strides. At times we feel that they made such great progress that we have nothing left to do, but this is quickly disproved in almost any school yard and most certainly on the front page of any newspaper. Man is not yet thoroughly civilized, but can we hope that he will ever be, and hoping, can we aid the process in any way? This is the question which I as a teacher would raise with the hope that somewhere there is an answer."

•

Teachers' Freedom

A SUPERINTENDENT:—

"Smoking tobacco, drinking hard liquor, frequenting late parties, women teachers keeping company with high school boys, being too profuse in the use of cosmetics, have, at times, stopped rather abruptly or changed quite completely a teaching career. With such conditions prevailing what course shall a teacher follow?

"First of all, let each teacher be the imitable person, the person whose living, in every respect, may be a safe example for the children, and even, perhaps, an example for the parents of the children taught. If teachers do this, they will need no second or third rule of living."

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Home Study—Yes and No

W. C. MCGINNIS, superintendent, Perth Amboy, N. J.:—

"Modern educational thought certainly is against home study. Present day practice lays less stress on home study than formerly, but the tendency to abolish home work is decidedly less in practice than in theory.

"There are several reasons for the fact that this theory runs ahead of practice. One of them is the fact that many parents demand home work for their children despite the comic-strip and radio-joke parents who complain about the home work they have to do for Johnny and Mary. Many parents (probably not the majority) honestly believe that girls and boys of secondary school age ought to have some definite work to do outside of school hours. This is especially so in the case of city parents who were farm bred. They believe, and rightly so, that the farm boy's chores and the farm girl's household duties were important educational factors. In the ordinary city home there are no 'chores.' The farm bred parents believe that home work is the best substitute.

"My 'yes' or my 'no' answer to the question 'Do you favor home work?' has to be qualified. Like Andy I'd say: 'Yes and no, mostly No.'

"Home work for some pupils, yes. Home work for some others, no. Home work as an absolute requirement, no. Home work as an opportunity assignment, yes."

The News Digest
OF EDUCATION

Book Shelf Awards

PHILADELPHIA. — Undergraduates throughout the nation are receiving more and more encouragement in gathering personal libraries. Prizes have now been established at nineteen colleges and universities for the most interesting library acquired by a senior during his college years. The awards are usually given by alumni, with faculty members as judges. A. Edward Newton, Philadelphia book collector, is credited with having originated the movement with the annual fifty-dollar prize he has awarded at Swarthmore College.

"Holy Smokes!"

MINNEAPOLIS, Minn. — Little Jackie Brug, who can rattle off more words and sentences than a youngster three times his age, said "holy smokes!" and set about showing Dr. Bing Bryngelson how a left-handed, twenty-months-old boy speaks the English language with the 1,100 words he knows.

When he got through, it was Dr. Bryngelson, director of the University of Minnesota speech clinic, and his assistant, Miss Elaine Hovde, who said "holy smokes!"

Dr. Bryngelson said Jackie passed all intelligence tests for a three-year-old and two tests for four-year-olds.

Jackie started talking when he was six months old, his mother, Mrs. J. Brug, said. When he was a year old he uttered such phrases as "all broken to pieces" and "all gone now."

Dr. Bryngelson says the boy also knows the makes of several cars and the names of several dogs. Jackie is thirty-four inches tall and weighs twenty-nine pounds.

Dr. Bryngelson was particularly interested to learn the boy was left-handed because he has been studying left-handedness with reference to stuttering.

Wisconsin Senate Group Finds State University Welcomes Reds

MADISON, Wis. — Completing its investigation of radical activities at the University of Wisconsin, the Wisconsin Senate committee stated in its report, which all five members signed, that "Your committee found that for several years past the university was being advertised extensively, both in this State and throughout the nation, as an ultra-liberal institution, and one in which communistic teachings were encouraged, and where avowed Communists were welcome and allowed to spread doctrines upon the campus with the permission and connivance of the administration of the university, its officers and regents.

"Your committee investigated these reports and found that they were true to the extent that they were a matter of common knowledge. . . .

"The fault for such a condition must be laid at the doors of the administrative officers of the university."

The committee recommended expulsion of un-American individuals or societies; help to groups fostering Americanism; constant vigilance over anti-American activities to protect the university; strict discipline to prevent spread of movement.

The report of the Democratic-controlled committee pointed out that the investigation was hampered by insufficient funds. As a result the committee said that it had been unable to carry its inquiry to a "satisfactory" conclusion. The committee did not examine all of the instructors, students, and other persons it had desired to do, and still would like, it reported, to go deeper into the radical organizations on the campus.

Propaganda Barred

PROVIDENCE, R. I. — The State department of education here is organizing a defence against the spreading of propaganda of any sort in Rhode Island schools. James F. Rockett, state director of education, has issued strict orders to school authorities in each of Rhode Island's thirty-nine cities and towns that under no circumstances is any organization to be permitted to present ideas in schools until the department of education has approved them. At the same time Alexander J. Stoddard, superintendent of schools in Providence, said that any group seeking to have a representative address school pupils here will have to be "subjected to a very close scrutiny." No less a distinguished organization than the American Institute of Banking precipitated these rulings, when a spokesman proposed that the bankers conduct an organized series of addresses to grammar and high school students. The speaker pointed out that the American Bankers Association already is conducting a propaganda campaign and suggested that school talks be arranged to "make children understand that the bank is their best friend and guide in all financial matters."

German Schools to Segregate Jewish Pupils by Next Easter

BERLIN. — Nazis "purged" their public schools recently by ordering Jewish children to get out.

Bernard Rust, Prussia's commissioner for culture and education, chose the opening of the Nazi party convention at Nuremberg to announce that Jewish children, between the ages of six and fourteen, must leave by next Easter.

Separate public schools will be opened for them on that date. The decree ordering the preparations said all pure German schools must be free "from Jewish and foreign influences."

Rust emphasized that previous attempts to segregate the Jews solely on the basis of church affiliation had not proved successful. Henceforth whether a Jew is a member of a synagogue or not, he will be classified as Jewish.

As early as 1933, the year of Hitler's advent to power, high schools saw the separation of Aryans and non-Aryans. The decree made it clear that race, not religion, would be the determining factor in the segregation. Children who have only one Jewish grandparent, or so-called "quarter Jews," will be allowed to remain in the regular public schools.

Youth Survey Program Gets Under Way With Dr. H. P. Rainey as Head

WASHINGTON. — With the approval of President Roosevelt, a new five-year program for the care and education of young people was begun at the opening session recently of the newly created Youth Commission, sponsored by the American Council on Education and financed by a grant of $800,000 from the General Education Board, a Rockefeller Foundation.

Meeting at the call of George F. Zook, president of the council, eleven of the fourteen men and women named by him last week as members of the new commission elected as temporary chairman Newton D. Baker, former Secretary of War, and as director to carry on the active work of the program, Dr. Homer Price Rainey, president of Bucknell University, who resigned that post to devote his whole time to the new undertaking.

In assuming his new post, Dr. Rainey said that "to take account of the needs of all young people, whether reached by existing social agencies or not, who are approximately twelve years of age and upward," was a task of vast and almost baffling proportions.

At his suggestion the commission approved the making of a comprehensive study of the whole problem, including a survey of all that is now being done for young people and an evaluation of the contributions which are being made by existing agencies.

It was felt that the commission should develop a program in the light of known facts, designed to fill in whatever gaps might be revealed in the general scheme of the care and education of youth.

College Auctioned

Movable Property Sold to Meet Debts

LINCOLN, Neb.—A college went on the auction block here recently. A professional auctioneer knocked down the movable property of Cotner College as trustees sought to meet pressing obligations which caused the institution to close two years ago. One thousand bidders and spectators turned out for the unusual event. Dana College, at Blair, Nebraska, bought much of the dormitory equipment. Various Nebraska colleges picked up other educational paraphernalia. The buildings and land, however, were retained in the hope more prosperous years would permit reopening of the college.

All Alike

Soviet Decree Forbids Pupil Discrimination

MOSCOW.—Henceforth there will be no discrimination in the Soviet public schools against children of former aristocrats, officers, business men, Kulaks, and the like. A decree over the signature of Joseph Stalin, General Secretary of the Communist party, and Vyacheslaff Molotoff, President of the Council of Commissars, expressly forbids inquiry into a pupil's antecedents beyond his age and name and the name and address of his parents. Other clauses of the decree stress the need for better discipline not only in school hours but during leisure—that is to say, teachers are expected to take an interest in the "whole social life" of pupils, encourage them to play games as well as work and help them out in individual difficulties that may arise in their homes.

Indians Win

Board Reversal Brings Requested Aid

MASTIC, L. I.—The State department of education, division of Indian schools, has reversed itself, and as a result the one-room schoolhouse on the Poosepatuck Indian reservation in this village will reopen this Fall. It will not be necessary for the Moriches school district to provide accommodations for the eight pupils, who are descendants of the tribe that has been in possession of the 175-acre tract since the early part of the nineteenth century. Although the State does not recognize the tract as a reservation, the reversal is taken as an indication that the school will be looked upon as an Indian school in the future. Last April the education department announced that State aid would be withdrawn from the school.

Tercentenary Theme

ALBANY. — "Tercentenary of Secondary Education in America" will be the theme of the annual convocation of the University of the State of New York, to be held October 17 and 18 in Chancellor's Hall of the State Education Building, Albany. The 300th anniversary of the founding of the Boston Latin School, the first institution of its kind in this country, provides the theme of the convocation.

School Changes

Germany Is Keeping Attendance to Needs

BERLIN.—Leaders of the new Germany are attempting to adapt the number of students in the universities to the actual need in the professions. Naturally this retrenchment in the number of admissions to the professional schools is affecting the student population in the secondary schools, inasmuch as the German Gymnasium exists mainly for the purpose of preparing students for the professional schools. A study in the size of the secondary school population in Prussia proves definitely an increasing downward trend in enrollment. According to the philological year book of 1934, thirty-four individual schools (eighteen for boys and sixteen for girls) have been discontinued. At present there are seventy-seven more in the process of being eliminated.

Placing Graduates

KEENE, N. H.—Wallace E. Mason, president of the State Teachers College, reviewing the teacher placements during the past summer, declared that 58 per cent of the four-year degree graduates of the English, home economic, and trades and industries courses have secured positions, 85 per cent of the elementary course "grads" have jobs, and only 11 per cent of the junior high curriculum graduates have contracts. He stated that Plymouth Normal School has a similar record and that the New Hampshire positions were considerably ahead of other New England normal schools and teacher colleges. Continuance of government aid for students was announced, with some additional work among the possibilities for which the federal government will furnish funds.

Teachers' Oath

BOSTON. — Massachusetts teachers have been raising their right hands frequently this Fall in an effort to comply with the new law that teachers take an oath of allegiance to the American flag and the constitution of the State of Massachusetts. Originally it was understood that the oaths had to be taken not later than September 30, and there was a great rush to comply. Shortly before the end of the month Attorney-General Dever ruled that subscriptions to the oath were not legal until October 1 or during the 60 days thereafter. Teachers who had already taken the oath had acted prematurely and must swear all over again. To add to the confusion, some of the public school systems in the State notified the Department of Education that they had no copies of the State Constitution on which teachers might swear. It was then discovered that the State Department of Education itself had no copy of the document. It immediately sent out an order to have some printed from the text in the manual of the General Court, where it fills 119 pages. The office of the Secretary of State had had some copies but they were all gone.

Among the Schools

Streamlined Schoolhouses Wanted by Newton Planner

NEWTON, Mass.—A school building without sharp corners is the desire of Harry A. Hageman, Newton building commissioner. Effort in that direction has resulted in many rounded corners in the Nevada street grade school, recently opened in Newtonville. While only part of the equipment has received the stream-line treatment, window casings, radiator covers, and part of the furniture have lost their sharp corners.

"Not only is it safer, it is better construction," Mr. Hageman said as he ran his finger along a sharp corner in the corridor wall as if he were testing a knife blade. "This edge is liable to be broken off, and then we'll have to patch it."

Further extension of the rounding treatment is included in plans now being drawn for a school building in Oak Hill.

The equipment in the new building in Newtonville shows careful consideration of the dimensional needs of the little scholars, 447 of whom filled the building almost to capacity on the first day of school. Each child found a wall locker for his books and apples. In the lower grades each child was able to pick out a chair just the right height for his legs.

The new building was a PWA project costing $300,000.

School and Work

ALAMOSA, Colo.—Training in the industrial or business fields of their choice is offered pupils of Alamosa High School this term under a new plan of vocational education recommended by Superintendent George P. Young and adopted by the school board. A co-ordinator, whose salary is paid by the state board of vocational education, has been appointed to consult with high school pupils and determine the line of work in which each is interested. All who indicate a desire to take advantage of the offer will be given the opportunity of gaining practical experience by working in offices, shops, and plants in the city. Pupils enrolling for vocational education will attend school in the mornings only. In the afternoons they will go to their respective jobs in the city where they will work as understudies or apprentices under the direction of business and industrial leaders. Both boys and girls will have the chance to learn trades and professions.

Additional Courses

Federal Aid Helps Open Vocational Units

BREMERTON, Wash.—Students in both high school and grade schools in Bremerton will have greater opportunities for vocational learning this year because of a new Smith-Hughes and Elzey federal subsidy setup. Under these two systems, several new vocational teachers have been hired, the federal government paying 50 per cent of their wages. A new automobile machine shop is virtually completed under the old high school building. The school board has expended approximately $12,000 for improvement of buildings.

Taxes Down

School Board Lowers Rate Through Changes

CORONA, Calif. — To provide for the steady increase in enrollment and the over-crowded conditions, members of the board of education have drawn up plans for an extensive building project, mainly at the junior high school. The plans include the expenditure of approximately $15,000 on new construction, and this will be possible without an increase in tax rate and incurring of an indebtedness on the part of the district. In fact, the board contemplates even a possible lower tax rate this year. This will be done through the addition of the public utilities property to the tax rolls, the use of money saved in two principal funds of the school system, and through the federal government's assistance.

Sticks to Quality

ST. JOSEPH, Mo.—In recommending the appointments of thirteen new teachers in the school system, four of whom are St. Joseph people, Superintendent I. E. Stutsman said attempts were made to hire all St. Joseph residents, but only the four could be found with the required qualifications. He pointed out the necessity of specialized teachers under the platoon system of teaching.

Griffey Unit Plan

LITTLE ROCK, Ark.—Miss Annie G. Griffey, assistant superintendent of the Little Rock public schools, developed in 1932 a plan of unit work for the primary department of the Little Rock schools, called the Griffey plan, which is a forerunner of the new curriculum based on unit work now being studied by educators throughout the country. This pioneer work in a change of system was inaugurated by Miss Griffey because she was "tired" of the former system of instruction. "I knew it was not reaching the children," she said, "so I set about to find something that would." Under the Griffey Plan, primary reading work is no longer built around a vocabulary in a textbook. Instead the child's own vocabulary grows out of his unit study. Words developed by the children in the unit activity are made into sentences and transferred to charts, perception cards, and the blackboard. They then become reading material and many words not considered proper for a beginner are successfully introduced in this manner.

Chicago Superintendent Plans To Adjust Schools to "Crowd"

CHICAGO.—Radical changes in Chicago's high school courses to provide "education for the crowd," the pupils who are not headed for college, are contemplated by William J. Bogan, superintendent of schools. It is his view that for more than 80 per cent of the pupils the courses are now cluttered with non-essentials which waste their time, largely because of the traditional view of the high school as a preparatory school for college.

Some of the changes Mr. Bogan has in mind are:—

Less foreign language and more science useful to the layman.

Less algebra and Latin and more training in elementary economics and citizenship.

In English, less written composition and more training in oral expression.

More physical education, more handcraft, more drawing of mechanical type.

For those who want them, the standard courses required for college admission are to be retained, but for more than 80 per cent of the pupils, Mr. Bogan says, a type of education must be developed that will have cultural objectives and also be adapted to everyday activities in this scientific, streamlined, mechanized, airplane age.

Personal Mention

Ade Now State Superintendent

HARRISBURG, Penn. — Lester Kelly Ade, formerly president of the State Teachers College at New Haven, Connecticut, is the new superintendent of public instruction of Pennsylvania. Dr. Ade, a native of Pennsylvania, was born at Trout Run, Lycoming County. He was educated in a county rural school, in Muncy Normal School, commercial college at Williamsport, and Bucknell University. He has received graduate degrees from New York University and Yale. His degree of Doctor of Philosophy was awarded him by the former school in 1926. He served as supervising principal of Muncy, principal of the Muncy Normal School, and dean of the State Teachers College at West Chester. He was president of the Connecticut Teachers College from 1928 to 1935. He is a member of Sigma Alpha Epsilon, Phi Kappa Delta, and Kappa Delta Phi. He is the author of several surveys and educational works.

Holbeck-Hetzel Swap

PASSAIC, N. J.—Dr. Elmer S. Holbeck, principal of the Woodrow Wilson School, Passaic, New Jersey, will exchange places with George Hetzel, principal of the John Marshal Junior High School, of Pasadena, California, for one year. Great benefits are predicted from such a plan.

Dr. William J. Cooper

WASHINGTON.—Dr. William John Cooper, former United States Commissioner of Education, died last month as he was driving west to California with Mrs. Cooper. He was suddenly stricken near Kearney, Neb. Since his resignation as Commissioner of Education, Dr. Cooper had served as professor of education at George Washington University, and at University of Michigan Summer Session this past summer. Under his direction, while United States Commissioner, three great national surveys were made. As a result of these surveys the conduct of American high schools, the training of teachers, and the methods of financing school systems are being revised and improved. The Office of Education was reorganized to a considerable extent by Commissioner Cooper, and its service was extended into a number of pioneer fields of education.

Mrs. Poole Now Dean

RYE BEACH, N. H.—Mrs. Grace Morrison Poole, retired president of the General Federation of Women's Clubs, has accepted the position of dean of Stoneleigh College here. In addition she will conduct a lecture course in current affairs and international relations. Stoneleigh is a two-year college for young women, offering a wide range of courses with every student required to become proficient in secretarial subjects. The school opened in the Fall of 1934.

Murray Wins in Salem

SALEM, Mass.—James J. Murray, formerly principal of the Phillips Grammar School, has been elected vice-principal of the Salem High School. The selection of Murray apparently ended the controversy over the previous appointment of Henry M. Cunney to the high school post.

John P. McCaskey

LANCASTER, Pa.—John Piersol McCaskey died here of pneumonia, September 19, at the age of ninety-seven. For fifty years he served as principal of the Boys' High School, where he introduced public school music and astronomy and originated Arbor Day. From 1866 to 1921 he was editor of the Pennsylvania School Journal. He was closely associated for nearly a century with all the educational workers of the State during the development of the public schools and State Teachers Colleges.

Pound Resigns

CAMBRIDGE, Mass.—Dean Roscoe Pound, of the Harvard Law School, has resigned as dean of the faculty of law, to take effect at the beginning of the academic year 1936-37. He will retain the Carter professorship of law after his retirement. Dean Pound will be sixty-six years old and will have completed twenty years as dean when he retires. He explained that he wishes to devote more time to writing, particularly to finishing a book on jurisprudence.

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Meet These Contributors

DANIEL F. GRAHAM (*"In Praise of Pioneers,"* page 411) is a graduate of Dickinson College, who holds advanced degrees from his Alma Mater and the University of Pennsylvania. He has had a wide experience both in this and foreign countries, having been a teacher in Japanese Government Schools, a member of the British military forces in China and in France, and an officer in the American Army in France during the World War. Last year he was a Teaching Fellow in the School of Education, University of Southern California, and is this year an instructor in English and social sciences at the Santa Monica, California, Junior College.

IRVIN T. SIMLEY (*"The Forgotten Kit of Tools,"* page 414) is at present Superintendent of Schools in South St. Paul, Minnesota, one of the great packing centres of the country and long known for the excellence of its school system. He had his preparation at Luther College, Decorah, Iowa, the University of Minnesota, and Columbia University. He has written a number of magazine articles and has served extensively on educational commissions. He has held important educational offices. He is publication manager for the Minnesota Journal of Education and a member of the Administrative Board of the Minnesota Parent Teacher Association Magazine.

RUSSELL V. BURKHARD (*"As a Home Room Teacher,"* page 412) writes of himself:—

"New York, Pennsylvania, and Massachusetts have seen me most in the course of my career to date. Brought up in New York City and Long Island countryside. Worried the professors at Colgate, Columbia, and Harvard. Saw school service in Philadelphia, Springfield, Brookline, and Newton. Interested in knowing how to run a Junior High School on a human, friendly, thorough basis. Pupil broadcasting has been my particular school hobby. Hope to see a national pupil forum established whereby the secondary school pupils at least under sponsorship of state education boards can have a stable time to exchange ideas and interpret school life to the public at large. Hobbies are golf, tennis, swimming, and reading.

R. L. HUNT (*"Pedagogical Pennings,"* page 419) has been superintendent at Madison, S. D., for seven years past. He served sixteen years in Colorado school systems. He instructs in summer schools. For several summers he has taught at Colorado State College of Education and Eastern Normal, S. D. Holds degrees from William Jewell College (Mo.) and Colorado State College of Education. Is secretary of N. E. A. Resolutions Committee for 1935-36. He writes magazine articles and books—the latest a manual on "Character Education." Five teachers conventions of five states have had him on their programs. His "Pedagogical Pennings" are running in each issue of this magazine.

MISS ENA G. MACNUTT (*"Three Million Strain Their Ears,"* page 416) is a teacher of lip reading and supervisor of work for the hard of hearing in the public schools of Newton, Massachusetts. For two years she has served as chairman of the committee on Hard of Hearing Children of the American Society for the Hard of Hearing. She has written papers, given talks, and conducted lecture courses on the subject of hearing impairment in children. She is a pioneer in this comparatively new field.

Miss Macnutt's own hearing is below par but because she is an excellent lip reader and, in conjunction with that skill, uses a modern hearing aid, she easily holds her own in professional and social life. She is a splendid exponent of the means of alleviation which she consistently preaches to parents and teachers.

WILLIAM A. KELLY (*"Motivation Not Mere Play,"* page 415) was born in New Jersey. He received his A. B. and A. M. degrees from Seton Hall College. His D. B. from Fordham University Ph. D. from New York University. He has had teaching and administrative experience in public high school in New Jersey. He is now Professor of Education and Director, Department of Education, The Creighton University, Omaha, Nebraska. He has contributed to a dozen professional magazines, and is the author of *Educational Psychology*. He spent a brief period in a large New Jersey law firm, acquiring legal experience, but it failed to attract him permanently.

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Gladly Verified

Beginning this month, the column "Winston Flashes" will appear regularly in this publication. Many of the facts are startling; all are new, and each has been carefully verified. If at any time you wish to know the source of an unusual fact, drop a line to The John C. Winston Company, Winston Building, Philadelphia, or any one of its offices. The authority for the statement will be sent to you immediately.

New District

BEVERLY HILLS, Calif.—Beverly Hills, while independent as an elementary school district, has been a part of the Los Angeles city high school district. Recently, however, it withdrew from the Los Angeles high school district and is now operating as a Beverly Hills city school district, with both elementary and high school under one administration. Edward J. Hummel has been picked as superintendent for a four-year period. Mr. Hummel has been superintendent of the elementary schools for the past ten years.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published first and third Mondays, September to June, inclusive, at Boston, Mass., for October 1, 1935.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who, having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, and managing editor are:—

Publisher—New England Publishing Company, 6 Park street, Boston.

Editor—Anson W. Belding, 277 School street, Watertown, Massachusetts.

Managing Editor — Isobel R. Lay, 391 Broadway, Winter Hill, Massachusetts.

2. That the owners are:—

New England Publishing Company, 6 Park street, Boston; Anson W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 391 Broadway, Winter Hill, Mass.; Mrs. Mary M. Belding, 277 School street, Watertown, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Massachusetts; Estate of Albert E. Winship, 5 Craigie Circle, Cambridge, Massachusetts.

Anson W. Belding,
Editor.

Sworn to and subscribed before me this 18th day of September, 1935.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 18, 1940).

The Alcove for New Books

Mathematics for Culture

MATHEMATICS AT WORK. By George H. Van Tuyl, Evander Childs High School, City of New York. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Portions of arithmetic, algebra, geometry, and trigonometry are brought together into a single text of non-discouraging size in George H. Van Tuyl's "Mathematics at Work." It is, as the title implies, an effort to stress the useful aspects of the science; to treat it as a tool subject; showing the pupil what the particular tools can do and aiding him to sharpen them for the various tasks.

Fundamental operations of arithmetic are reviewed, but with such freshness of applications as not to irk the pupil with the repetition of old rules and drills.

The subjects beyond arithmetic are briefly treated, with a view to demonstrating what they deal with and how serviceable they are, rather than proving their principles or penetrating their more complex portions.

This book should facilitate the teaching of elementary mathematics by a teacher who enjoys adventuring with pupils in the pursuit of mental power and cultural information.

• •

"Selling" Youth on the Essay

ESSAYS IN MODERN THOUGHT. Collected by Thomas R. Cook, Great Neck High School, New York. New York, Boston, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Ask the average high school senior what he thinks of essays, and he will tell you, in effect, that he has a rather low opinion of them. Perhaps this is because he has been required to read certain classics, remote in style and content from the world of today; essays that call for an artificial and forced appreciation.

It is regrettable that a form of writing which can be so delightful, should be ruined for young people through the wrong choice of essay specimens by well meaning adults.

"Essays in Modern Thought" represents a frank attempt to set before the high school student writings that he will enjoy reading; writings which will whet his taste for more. To achieve this purpose, the author enlisted the active co-operation of some sixty high school students, who served as a jury of selection and also prepared the biographical notes which are a specially interesting feature.

The twenty-seven essays composing the collection are grouped under Smiles, Wit versus Humor, On the Silver Screen, The College Question, National Heroes, Personal Reactions, Reading and Writing, In Foreign Places, Concerning Women, Of Ships and Travel, Progress, and Challenge to America.

The following writers are included: Heywood Broun, Dorothy Canfield Fisher, Christopher Morley, Will Durant, James Truslow Adams, Stuart Chase, Harry Emerson Fosdick, A. A. Milne, and others.

Attractively and modishly dressed, the book should go far to "sell" the essay as a literary form to youths in high school, and to stimulate their own intellects to wholesome exercise.

• •

History of the First R

AMERICAN READING INSTRUCTION. By Nila Banton Smith, Dean, School of Education, Whittier College, Whittier, California. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

From the Hornbook and the New England Primer until this age of broadened aims and almost limitless material along with diversified methods, many significant changes have taken place in the teaching of reading. Yet by some strange oversight no one has heretofore written a history of reading instruction in this country.

Reading has been and still is the most fundamental subject taught in the schools. It is the key which unlocks the world of books, magazines, and newspapers. It is a complex process involving eyes and brain and printed characters. Sometimes it involves the vocal organs—always it involved these in the early period of reading instruction. Today there has been a swing to silent reading—reading for comprehension; to the somewhat regrettable neglect of reading aloud, a delightful art when practiced skillfully on the right occasion.

From the period of moral and religious emphasis in the meagre materials of the primer, to the recent periods of reading for culture and utility, much has occurred which Dr. Smith delineates in a manner to entertain while it enlightens the student or the general reader.

Two charts have been issued to accompany the book. One of these outlines successive materials, the other the successive methods, which have been used in the teaching of reading in the United States.

Factory Smoke

A HISTORY OF INDUSTRY. New and Enlarged Edition. By Ellen L. Osgood, Bureau of Guidance and Placement, New York City. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

A book like Miss Osgood's "A History of Industry" reveals a deep background and a wealth of human experience to be drawn upon in the solution of current problems of an economic nature.

When the reviewer can tear himself away from the charts and pictures long enough to examine the text, he discovers a thorough piece of workmanship; a comprehensive portrayal of much that is significant in the long procession of industrial changes from primitive times to the present day.

The author's view is broad as well as long. The movement of modern industry in England, France, the Netherlands and Russia—to mention but a few of the nations cited—is traced intelligently and impartially.

Industry in the United States naturally receives a major share of attention. Discussion of the New Deal is apparently free from any other motive than to make just appraisals.

Miss Osgood thinks clearly and writes in a fashion to be understood by high school boys and girls.

• •

A Tale of Mispronunciation

YOU DON'T SAY!. . . OR DO YOU? By F. F. Tilden. Published by the Author, Boston (Melrose Station), Mass.

Here is a short story full of pitfalls. Snares have been laid for the cultivated reader — perchance the educator — who may have given much attention to acquiring the correct pronunciation of English words. The chances are that he is still a bit wobbly about a good many of them.

The story is divided into brief chapters, bristling with these vexatious words. Following each chapter comes a key to correct pronunciations, with warnings against common mispronunciations.

The book is apt to prove humiliating even to the pronunciation-proud. And all the more so as the five hundred words selected are by no means rare. Nor are they words over whose correct sounding lexicographers quibble. In every case, two or more dictionaries are in substantial agreement.

"You Don't Say—or Do You?" is both fascinating and instructive. Scoring one's self on the successive chapters bids fair to become a favorite indoor sport for those whose social position or cultural attainments demand that they speak the King's English as it should be spoken.

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Grins Between Grinds

Superior Lad

City Friend—"How is the boy since he came back from college?"

Farmer John—"Fine! Still treats us as equals"

• •

Pure Scotch

Doctor (to Aberdonian, whom he had been called urgently to see)—"What on earth have you been doing, Jock? Why, your tongue is absolutely black, man!"

Jock—"I droppit a bottle of whusky on the newly tarred road!"

• •

Second Chance

"I 'aven't 'ad a bite for days," said a tramp to the landlady of the George and Dragon. "D'yer think you could spare me one?"

"Certainly not," replied the landlady.

"Thank yer," said the tramp, and slouched off; but a few minutes later he was back.

"What d'yer want now?" asked the landlady.

"Could I 'ave a few words with George?" queried the tramp.

• •

Pride

Mike was "down and out." The pastor of his church, meeting him in the street one day looking very threadbare, took pity on him.

"Come with me, Mike," he said, "and I'll give you a shilling out of the poor box."

But Mike was on his dignity at once. "Indade ye won't!" he exclaimed. "Sooner than accept charity, I'll beg."

• •

Willing to Oblige

Grandmother—"There are two words I wish you wou'dn't use. They are 'rotten' and 'lousy'."

Modern Co-ed—"All right, Granny. What are the words?"

• •

Rotary Spirit

Little Horace was wearing his first pair of real trousers. He felt that at last he was a man among men.

He strutted up and down, and finally he went up to his mother and asked; "Muvver, can I call Pa 'Bill' now?"

Adventure

A class in English was given the task of writing four lines of dramatic poetry. The results were various, and, selecting the verse of a usually bright boy, the teacher read:—

"A boy was walking down the track,
The train was coming fast.
The boy stepped off the railroad track
To let the train go past."

"This verse is very well done," said the teacher, "but it lacks drama. Try again, Johnny, and make it more dramatic." Whereupon, in a surprisingly short time, Johnny produced the following:—

"A boy was walking down the track,
The train was coming fast.
The train jumped off the railroad track
To let the boy go past."

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1934

Old Mother Hubbard came back from the cupboard,
And made to her dog a confession:
"There isn't a bone—the chow is all gone—
On account of this dog-gone depression."

The JOURNAL of EDUCATION

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Contents for October 21, 1935

REPRESENTATIVE SCHOOL SYSTEMS—MINNEAPOLIS 437
Carroll R. Reed

A "SHOW" THAT PLEASED PARENTS 442
George E. Hollister

BOSTON'S PART IN SCHOOL HEALTH 443
John P. Sullivan

FEAR OF THE CRITIC TEACHER 444
Garry Cleveland Myers

20 POINTERS ON ACTIVITY UNITS 446
Ada R. Madden

ON BEING A GOOD PREDECESSOR 447
U. C. Barnett

GENEVA'S INTERNATIONAL SCHOOL 448
Carroll D. Champlin

WHAT AN EDUCATION MEANS 449
William James

THE ROUND TABLE 450

ALL IN THE DAY'S WORK 451
Francis Read

PEDAGOGICAL PENNINGS 451
R. L. Hunt

THE TEACHER AND THE TIMES 452
The Chipless Shoulder
Teachers' Oath at Harvard
Japan's Friendly Gesture
Why Do Teachers "Take It"?
Isolating the War
A Balanced Curriculum
Backwardness in Patriotism

THE ALCOVE FOR NEW BOOKS 454

THE NEWS DIGEST 455

AMONG THE SCHOOLS 459

MEET THE CONTRIBUTORS 462

PERSONAL MENTION 462

GRINS BETWEEN GRINDS 463

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The Editors Say...

The accounts of Representative School Systems—the first of which appears in this issue—are giving us a lot of pleasure, and we are glad and proud to pass them along to you. Carroll R. Reed has told the story of Minneapolis schools with an admirable blending of philosophy and fact.

Buffalo will follow in our next issue. Kansas City will be third. Others are in preparation.

•

Our issue of November 18 will be a Book Number; built around the theme of National Book Week — "Reading for Fun." Consideration will be given to books for teachers and other grownups, as well as for children and young people. There will be stimulating articles about current books; suggestions of books to read, to borrow, to own, to recommend, to give for Christmas, to put in school libraries.

•

Spread, if you will, the announcement of our Third Annual Short Story Contest. It is open to everybody—including students in English classes. Stories should not exceed 1,500 words; should deal with school characters or situations; and should be mailed, with return postage, to Journal of Education Short Story Contest, Six Park Street, Boston, Massachusetts, not later than December 15, 1935. First Prize, $25, with six other cash awards. For ten cents—coin or stamps—we will send a specimen of the stories that have won prizes in the past. Maybe you have in your head or heart the makings of the best story yet. Get it down on paper and let us have it.

•

Toot-tootaloo-too-toot! The twenty-somethingeth Treasure Hunt is on. A set of three words in an advertisement in this issue became scrambled into this:—

novicerefuseallcaperrs

Hunt out the words. Name the advertisement in which they occur. And mail your discovery promptly to Journal of Education Treasure Hunt, Six Park Street, Boston. If yours is the first correct answer from your State you will be entitled to a four months' subscription to this magazine for yourself if you have not won a Treasure Hunt this fall, otherwise for a friend. No answer counted if mailed after November 14.